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ABSTRACT

Five propositions related to the values of the group experience in camping are argued: (1) the group experience is the essence of camping; (2) groups influence behavior and enhance mental health; (3) camps serve a variety of purposes; (4) knowledge of group dynamics can influence camp outcomes; and (5) good camps benefit society. An elaboration on these five propositions clarifies their meaning, and supports them with research, logic, and experience. (Author/AH)

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●GROUP EXPERIENCE: THE ESSENCE OF CAMPING

Robert Brower and Mary Brower

An occasional paper issued by the Fund for Advancement of Camping



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ABOUT THE AUTHORS

Robert Brower

Bob Brower is an elementary school principal in Elk Grove Township (suburban Chicago) during the school year and co-owner and co-director of Circle M Day Camp in Wheeling, Illinois during the summer. He has more than 25 years experience in each responsibility and thinks the two go well together because both jobs are devoted to the education of children.

Bob got his B.A. at Roosevelt University, his M.A. at Northwestern, and two years toward his doctorate at the University of Chicago. This was enhanced by a year as an intern at the National Training Laboratories in Wash-

ington, D.C. He specialized in social psychology and school administration in graduate school. He has taught courses in group dynamics at Northern Illinois University, National College of Education, and College Camp, Lake Geneva, a branch of George Williams College.

Preparations for his career in camping began early, when Bob was a camper, counselor, and waterfront director at a private resident camp in Wisconsin. After his marriage to Marcy, they lived and worked at the Henry Booth Settlement House in Chicago, and worked in the summer camp program. In 1954 he started his day camp where 200 boys and girls and 30 staff keep him fully occupied for eight weeks every summer.



Marcy Brower

Co-owner and co-director of Circle M Day Camp, with Bob, is Marcy Brower, also co-author of this Paper. After 30 years of partnership in marriage and camping, the definition of who does what in the "co-" relationship of their jobs is not too distinct, but those who know state that Marcy does her share, and one should not be misled by her quiet voice and gentle manner.

After an A.B. at Roosevelt U. and marriage, Marcy taught elementary school in Chicago and San Diego. When raising three boys and operating Circle M became her full time job, she still found time to be active in the American Camping Association. For the last 10 years she

has served as a faculty member of the Camp Director Institute at the Lake Geneva Campus of George Williams College. She has been an advocate and practitioner of intergrouping in camps, active on the Camping Unlimited Committee, and is currently a member of the Board and Program Chairman of the Illinois Section, ACA.

Marcy describes their day camp as "interracial, interfaith, non-competitive, and human relations oriented." The Occasional Papers Committee believes their emphasis on the group experience, philosophically advocated and presented in this Paper, may suggest why they have been successful in achieving their goals along this line.



GROUP EXPERIENCE: THE ESSENCE OF CAMPING

Robert Brower and Mary Brower

"The organized summer camp movement is in a significant state of transition. Marked transformations in purpose, methods, and leadership personnel are conspicuously evident."

Thus opened Dimock and Hendry's classic book, *Camping and Character*, in 1929. The state of transition in camping is still present 50 years later and will continue to be until those in the profession reach a sense of community with regard to its values and purposes.

Questions of values are questions of philosophy. Leaders and writers in the camping field have not devoted sufficient thought to camping philosophy. Another early camping classic, *Group Work in Camping* by Blumenthal (1937), comments about a 200 title camping bibliography of the time. He states there existed an almost complete absence of books on any subject but program activities. Where are the books on camp philosophy? In the American Camping Association's 1980 *Catalog of Selected Camping Publications*, only 10 of approximately 450 titles dealt with the subject of philosophy. Even today, the field of camping is lacking in philosophical thought. Until those in the camping movement grapple seriously with a philosophical basis for camping, they will find themselves taking positions which shift with the sands of exotic program activities, economic trends, and glorified award incentives. The profession will run helter-skelter, attempting to catch up to the society it purports to serve.

A paper on the essence of camping must answer certain questions regarding camp philosophy. The philosophical and value questions which must be answered are questions of why. Why camping? Why nature activities? Why group living? Why camp ceremonies? Another set of questions which follow the why's are the how and what questions. When we know why an activity should be carried out, we can plan which ones should be utilized and how they should be done. The why questions are questions of philosophy. The how and what questions are questions of implementation for the planner and the operator. Both types of questions are important, but the why's are basic and must be answered first.

This article concentrates only on the why's of camping.

FIVE PROPOSITIONS

This article argues five propositions: (1) the group experience is the essence of camping, (2) groups influence behavior and enhance mental health, (3) camps serve a variety of purposes, (4) knowledge of group dynamics can influence camp outcomes, and (5) good camps benefit society.

This article will elaborate on these five propositions, clarify their meaning, and support them with research, logic, and experience.

Group Experience Is The Essence Of Camping

Forty years ago Blumenthal stated, "The essence of camping is its group life." In camp there is a readiness and a pre-condition for sharing. Children need one another in order to accomplish their tasks and their fun. Blumenthal continues,

"Groups are formed when the individual needs others to obtain those satisfactions that cannot be obtained alone. In unity there is strength. When people have interests in common, or interests that are alike, they tend to collective action to realize more adequately their interests or when the joining of unlike interests makes possible the objective common to all. It is commonness of interests -- that is, joint participation and sharing -- that makes for community."

In a camp there are many points of contact and common interests of campers which bring about the communal sharing that strengthens the camp community.

Since group life is central to a camp, the nature of the small group should be defined and understood. Homans (1950) defines the small group in this manner.

"The small group is a number of persons who communicate with one another over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second-hand, through other people, but face to face."

Sociologists generally refer to this type of group as the primary group. The layman uses terms like the informal group or friendship group. Homans prefers the term, the "human group." Whatever term is used, the small, informal group is the most common and stable form of interaction among people. The small group survives when the complicated formal organizations of people crumble in argument and dissent.

A camp is composed of many small groups. These groups, sometimes called cliques by counselors, combine to form cabin groups at a resident camp or activity groups at a day camp. The cabin or activity groups form unit groups which, when combined, comprise the camp community. A camp is organized around its groups. Every camper is urged to become a member of one or another of the camp's basic,

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primary, face-to-face groups. Isolated and unhappy, indeed, is the camper who is not a member of a group or who is neglected by his cabinmates.

The program activity of the primary group at camp is secondary to the sense of unity each member has when the group accomplishes its task. From the point of view of member unity, it does not matter whether a group competes strenuously against another group to win a baseball game, or whether the members of the group clean their cabin together, whether they backpack for ten days, or camp out overnight, whether they build a new addition to their dining hall, or design a group pennant, whether they help each other cross over a simulated alligator pit, or present a bouquet of flowers to a sick buddy, it is their feeling of togetherness, their bond of friendship, their sense of joint accomplishment which binds them together into their compact, small, face-to-face, primary, human group.

Each human group consists of three basic elements according to Homans. These elements are: the group's interaction, their activity, and their sentiment. When campers interact together in a common activity and share similar feelings about each other and their activity, they will, in time, form an informal, close, human group. A conscientious counselor will be happy with such a group as he or she will discover strong ties of cooperation, support, admiration, and loyalty among the members. The counselor will also contend with minimal bickering and scapegoating among the members. If the group is not at that point of cooperation, that same counselor will work hard to bring it there. The essence of camp is truly a group experience, a human experience, a human group experience.

GROUPS INFLUENCE BEHAVIOR

The group with which a person associates influences that person's behavior. The effect of the peer group upon the child has been recognized for years by experienced counselors, teachers, and others who work with children. Children have been switched from one group to another by their counselor or teacher because of the influence of group members upon one another in probably every camp and school in the nation. Experience has been a great teacher in this regard. Every leader of a group of children learns in a short time that the behavior of members of a group could change if one child were removed or added. Conversely, a child's behavior could change if he or she were influenced by the members of another group.

Research studies conducted over the past 50 years point to the conclusion that the thoughts, attitudes, and behavior of children and adults can be modified by the groups to which they belong. Although the studies reported here were not conducted in camps or on campers, their conclusions about group influence are consistent over a 30-year span. In addition, their results can be generalized to the camp setting as much as any research in the behavioral sciences can be generalized to other settings.

Jenness (1932) found that college students in his experiment changed their guesses about the number of beans in a jar to conform to the estimate of their group. Factory workers, in a study by Roethlisberger and Dickson (1939), modified their rates of production to conform to the norms of their work group. Whyte (1943), in his study of a street corner gang, found that group behavior influenced individual behavior to the extent that the bowling scores of group members changed to conform to the opinions of the group. Willerman (1943) found that social pressure made persons stick to a group decision regarding food consumption to a greater extent than the pressure of rewards. Newcomers in a work group adopted the production norms of the old-timers according to Hughes (1946). Lewin (1947) found housewives

were more prone to change their behavior about the food they served their families when they made a group decision than when they made individual decisions. Merton and Kitt (1950), in their study of "green" troops in combat, found support for the statement that new troops very quickly took on the attitudes of the combat veterans with which they associated. Shils (1950) stated that soldiers in World War II adopted within a short time the attitudes of the soldiers in their unit toward mutual aid. Festinger, Schacter, and Back (1950) found that families who shared a courtyard and entranceway developed certain common norms and expectations of one another while families near one another who did not share the common facilities did not develop such norms and expectations. Fenchel, Monderer, and Hartley (1951) found college students adopted the aspirations, attitudes, opinions, and behavior of their important college reference groups and held those groups in higher status than their own family group. A group of eight workers in Whyte's study (1953) exceeded production norms and were forced to leave their jobs as a result of pressure from other work groups in the plant. Lieberman (1956) found workers changed attitudes after they received a promotion and associated with a different group of employees. Campbell and Pettigrew (1956) found a group of southern ministers in Arkansas who favored integration changed their point of view as a result of prevailing community pressures.

Another set of researchers created experimental situations specifically designed to test the force of peer group influence. Harvey and Consalvi (1960), in their study of teenage boys, found the boys changed their responses to an experimental problem when pressures, in the form of rewards, were promised to the entire group if their responses conformed. According to Sherif (1956), individuals changed their judgment about their experimental task to conform to the judgments of the group they were with. Asch (1956) went further than Sherif by pitting one individual's judgment against a group of peers who were instructed to provide unanimous but incorrect judgments. The single individual swung over to the wrong but majority opinion. Crutchfield's (1955) work was similar to Asch's, but Crutchfield used five-man teams. He created 4-1 majority-minority opinion groups and continually swung the minority to the majority although the majority opinion was wrong. Variations of these types of experiments on group influence were carried on by Deutsch and Gerard (1955) and Willis and Hollander (1964).

In summary, it is safe to say that although age, education, skills, self concept, status, sex and other determinants influence the amount of conformity an individual will allow, the norm toward conformity in a group is pervasive. One can state with certainty that the attitudes, opinions, and behavior of a person, adult or child, will be strongly influenced by the group to which he belongs.

GROUPS ENHANCE MENTAL HEALTH

A child who is an accepted, active member of a few subgroups will tend to have a good attitude about himself which can be called good mental health. According to Glidewell (1969),

"One of the most powerful social forces is generated by the fact that each of us likes some people better than he likes others. To be attractive to others enhances one's self-esteem; to be unattractive reduces it. To be unacceptable to others injures one's self-esteem; to be actively rejected cripples it."

Campers have many opportunities to become active, well-liked members of a group while at camp. In the camp setting, children develop bonds of friendship and a need for one another. They need one another to develop their sense

As a testing place for ideals, group members help the individual shape his thoughts, express himself, and develop confidence in his ideas, his means of expressions, and his leadership.

of self-worth. The peer group acts like a mirror as the members of a group reflect back to the individual what each member contributes. Without the group the individual loses touch, cannot receive feedback about self, and builds no sense of self-worth. Clidewell describes the mechanism for the building of self-worth through membership in a group as a three-part system. When a youngster is an accepted member of a group, the three parts of the system combine to enhance the child's mental health. The group will provide a place for the youngster to compare his/her ideals, a place to receive personal esteem, and a place to give and receive help. These three group functions help the youngster see himself in relation to others. When the youngster feels acceptance from the group, self-worth and self-confidence grow in a positive way.

As a testing place for ideals, group members help the individual shape his thoughts, express himself, and develop confidence in his ideas, his means of expressions, and his leadership. The individual learns to ask, to approve, to accept, to influence, and to be influenced.

The second function of the group is social comparison. Here the individual competes and cooperates, sizes himself up with his friends, wins and loses, builds his base of social and physical competence and security with his physical self.

The third function of a group is the exchange of mutual aid. This process of interaction induces the change, interchange, and strengthening of motives, feelings, skills, and ideas. Group members build upon one another, teaching and learning at the same time.

Research studies on school children show that lack of friendly interaction is associated with a variety of emotional handicaps. Studies by Moreno (1934), Bonney (1942, 1943), Stendler (1949), Potaskin (1946), Bower, et. al., (1958) and Trent (1957), have supported this point.

Clidewell states that the effect of friendships on mental health is as follows:

"... the experience of repeated attraction produces a sense of competence, confidence, trust, and self-esteem which lead to further attractiveness. The resources thus developed represent the stability under stress, the tolerance for frustration, and the skill in reality testing often associated with vigorous mental health."

Again, although the research studies cited in this section have not been conducted in camp settings, we believe their conclusions are consistent and generalizable to the camp experience. This research supports the concept that children need one another in a supportive, friendly relationship in order to develop and maintain positive mental health.

There is no better way for a child to develop positive interpersonal relationships than through the camping experience. Interpersonal interactions are structured into camping activities through the child's group experiences. The camper has a cabin group, a play group, a swim group, an activity group, a unit group, and hopefully, a friendship group. The group life of a camp is what makes the camp a significant experience in the child's life. Ask campers, a dozen years later, what it was that was significant for them at camp. The answer will be, in one form or another, the friends or close relationships with people that were made.

A camp is quite a unique setting for group life. When a child is at home he is a member of many groups: his school group, his activity groups, his social group, his athletic group, and perhaps others. These diverse groups may nullify or confuse each other's contributions and enhancements. They may send so many mixed messages to a child that he no longer understands his relationship to each of the groups. The uniqueness of the camp setting is that all of the diverse groups become one, reflecting a consistent set of values, roles, and confirmations.

This consistency accounts for the great impact of the camp experience upon campers. At a camp, in a two- or three-week camp session, a child will experience a stronger positive impact on his mental health than can be experienced in an equal period of time at home.

The simple, but central theme of this article, is that the great value of camping lies in its potential to influence people. Camping is a tool to influence people. This is an inescapable conclusion when one looks at the data on group influence and relates it to the group nature of the camp experience.

It is important now to look at the various ways in which camps have exerted their influence on their campers.

Camps Serve A Variety Of Purposes

Early pioneers in the camping movement in this country saw camping as a way to influence the character development of youth. These early pioneers believed in a contagion theory of character development. They felt that just being in camp was good for the character formation of a youngster. Character improvement was caught, not taught. Not understanding the forces of group participation which influenced both mental health and behavior, they had no other more scientific way of explaining the personality changes which took place in camp than through the contagion theory. Dimock and Hendry's contribution to camping, in our opinion, came from their insight into the learning process. They stated that character formation was taught, not caught. The value of the camping experience to them was that character change could be taught through camp programs. Their book, *Camping and Character*, is an analysis of the way in which one camp implemented character development through its activities. Perhaps the theme of their book is embodied in a statement they quote from a prominent educator of the time, John Dewey at the University of Chicago, who influenced Dimock greatly. "To profess to have an aim and then neglect the means of execution is self delusion of the most dangerous sort . . ." More simply, if you intend to do something, make sure you know how to do it and develop a plan to carry it out. The program planners at Ahmek, the camp where Dimock was associated, were probably quite successful at their task of improving the character of their boys, not because they understood the process of character change, but because they worked hard at structuring a set of program activities which fostered group spirit. At Ahmek, strong group spirit and pride in communal task accomplishments built a strong camp community. Dimock and Hendry state, "As camp directors, . . . we must turn our camps into community adventures in social living." The impact of that type of camp, group spirit and unity on the mental health and behavior of the campers produced the positive personality changes that Dimock and Hendry recognized and documented.

Other leaders in early camping used the influential group experience at camp to further their own types of goals. Religious and ethnic groups discovered that they could bring children closer to their teachings and ideals in the 24-hour structured camp experience than in a multitude of Sunday school class sessions. Some of these organizations were

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quite successful in their purposes. Others would have been more successful if they had better understood the theory underlying the process of the overnight group experience. Scouting leaders found within camping a way to build allegiance to the noble principles of Scouting. They relied, however, upon extrinsic motivators such as awards, uniforms, and badges. Had the early leaders in Scouting been more knowledgeable about the forces of motivation which rest within group membership, they might have structured their program differently.

Social agencies make excellent use of camping as a means of promoting their own values. Group and recreation workers within these agencies are sophisticated in the planning of camp programs which build group unity. These workers have provided youngsters with camp group experiences which enhance the life of both campers and agency.

Private camp operators have used the group camp experience for monetary gain as well as for the benefit of their campers. Some of the most successful private and agency camps have discovered an additional way, through camp ceremonies and traditions, to enrich the group experience of their campers and, at the same time, develop a strong sense of community within their camp. Such ceremonies and traditions at a camp, in a school, university, church, family, or other group instills a sense of attachment and identity among the membership. While the campers and staff may change every few years, the traditions of the camp remain. A former camper who returns to the camp years later can fit right in to a traditional camp ceremony. It is not surprising then, that the "newcomer" to a camp who wishes to minimize or change the camp's traditions will meet with strong resistance and probably failure.

Many highly successful private camps build miniature eight-week societies which come to life each year during the summer. Private camp owners, perhaps more than other groups of camp people, seem to have discovered the power and pull of the summer camp group experience. A major appeal of the private camp director to his camper-clients is based upon the return of their cabinmates and the "old time" staff.

The purpose here is not to review all types of camps, but rather to indicate that the group nature of the camp experience has helped the growth and durability of some camps but has gone unused in others.

It is important to examine new program trends in camping, and specifically, the introduction and development of unusual skill program camps. Many new camps are opening today with a heavy reliance on single-skill development, such as tennis or gymnastics, or on one emphasis, such as the Outward Bound camp.

Skill development at camp has always been an important part of the camp curriculum. However, the emphasis in the past has generally been to teach a skill as a means to another end. For example, campers may have been motivated to swim for their own enjoyment and safety or so they could go with their friends on a canoe trip. Perhaps they just wanted to enjoy the deep-water activities with their friends. Swimming at some camps today is taught as an end in itself. It may be taught so campers can become members of a high school swim team or receive a swim award. In the past, back-packing, cooking, climbing, or rappelling have been taught so a group could explore far-off valleys or caves or to allow an individual to enjoy the out-of-doors. These skills are taught now, in some camps, solely as a thrill or to build self-confidence.

There is, however, confusion surrounding the accomplishment of an adventurous or strenuous task or skill. The thought seems to be that the completion of a difficult task or skill is a means of proving one's worth. This assumes that youngsters who succeed in accomplishing high adven-

ture individual skills which are physically and psychologically stressful will develop pride or self-confidence in themselves and, therefore, improve their self-concept.

We contend that accomplishment of a difficult task has value only when others know about it. The intrinsic good feeling of the act is minimal. The extrinsic value of recognition by others is of greater importance. It is the social comparison value of the particular group with which the challenged camper associates which makes the physically stressful task valuable. The stressful task of the Outward Bound camper might have little value to a group of campers at a music camp or to the camper's group back home. It is the type of skills which are prized in a group which makes all the difference, not the activity itself. To prepare a camper to live successfully for three days alone in the wilderness is not a challenge of lasting merit. However, to prepare the camper to live successfully for three days in a neighborhood or in a school is a more lasting challenge. The latter is the type of challenge all camps must meet if they are interested in serving the needs of their campers.

The high skill emphasis of some modern-day camps may attract youngsters because of the unusual nature of the skill. Whether the addition of the skill has lasting value remains to be seen.

There could be a more serious trap in the overemphasis of skills in camp. It may be that the new skill is an escape from reality. When a youngster is kept busy, that person may not need to face the realities of his own social world. The activity may be an escape from the reality of involvement. As Blumenthal said many years ago,

"Man may be skill-hungry, but his skill activity may be a dream world he is creating to escape from the reality of his not belonging. People, the social process, society are realities."

The common quality of each type of camp program from the early years to the present is the group life exhibited in the camp. The way the group life and the group influence are used to further the camp purposes depends upon the values and goals of the sponsors of the camp. A camp is like a tool which can be used in many ways.

Knowledge of Group Dynamics Can Influence Camp Outcomes

A camp operator who has some theoretical understanding of groups, group processes, and group dynamics can become more effective at his work. With this type of knowledge, he can create an environment for learning which will more effectively accomplish his camp goals. The camp environment is a learning environment. John Dewey (1916), perhaps the most famous of all American educators, emphasizes the importance of the environment for learning in his statement:

"... the only way in which adults consciously control the kind of education the immature get is by controlling the environment in which they act, and hence, think and feel. We never educate directly, but indirectly by means of the environment. Whether we permit chance environment to do the work, or whether we design environments for the purpose makes a great difference. And any environment is a chance environment so far as its educative influence is concerned unless it has been deliberately regulated with reference to its educative effort. An intelligent home differs from an unintelligent one, chiefly in that the habits of life or intercourse which prevail are chosen, or at least colored, by the thought of their learning on the development of children. But schools remain, of course, the typical instance of environments framed with express reference to influencing the mental and moral disposition of their members."

As an educator, Dewey's emphasis was upon the role of the school in producing a good learning environment. Our purpose here is to emphasize the unique opportunity a camp has to create an effective learning environment because the camper is totally involved in the setting. It is likely that a camp can influence the personality of a child more in one week than a school can in a month.

The knowledge of groups and of individual behavior in groups comes from the academic domain of the behavioral sciences. Within that domain, the specific discipline of group study is in the field of social psychology. Social psychology concerns itself with social influences on individual behavior. Within the field of social psychology, the area of group dynamics deals directly with and is the core of knowledge needed for an understanding of the impact a group can make upon campers, staff, or the total camp milieu.

Knowledge is a tool and the knowledge of group dynamics is a special-purpose tool. The camp experience may also be used as a tool. Use these various tools separately and many tasks can be accomplished. Use them together, with a focused purpose, and they can become a highly efficient way to attain the goals of the camp.

THE MISSION OF CAMPING

"Camp," as Blumenthal stated forty years ago,

"is a self-contained integrated community, partaking of the nature of all communities with their cohesion, common purpose, traditions, customs, organization, and control. Camp is life in microcosm."

A camp is a miniature society and as camp directors, each summer, we create our own miniature society. What is it like? Do we, at camp, but mirror our larger society? Can we dare to create a better society for our campers and our staff than the larger all-encompassing one in which all of us live out our daily lives? Our purpose at our camp is to build a temporary, but a better, society than the one in which we live. This is our personal goal each summer. Carefully, purposefully, and humbly, we offer this idea to our readers. Each of us has our own "higher purposes" in life, and this is one of ours.

At our camp, we create a temporary society that has a structure which is similar to the larger, permanent one in which we all live. The essence of that larger society, like our camp, is its small groups. The small human group is the core of society. These small human groups form larger groups which form pressure groups, ethnic groups, religious groups, political divisions, and nations. The problems between nations are problems between human groups. When we, as camp directors, understand the human problems in small groups, in the small temporary settings like a camp, perhaps we can learn to solve the human problems between large groups or nations in the world. Homans states the problem in a different way.

"The small group is the basic functioning unit of society. It is akin to the single cell in the living organism or the atom in the world of objects. When a large group or a society breaks down, a small group or several small groups still survive."

The small human group can be studied in the camp setting. If we can, at camp, create small groups which enhance good mental health and promote accepting relationships between peers and adults, we may be able to provide our campers with the tools which will, in the future, enable them to move our society a little closer to the type of understanding which settles larger world problems.

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About the Fund for Advancement of Camping

The Fund for Advancement of Camping grew out of a pressing need long recognized by directors and other leaders in the field of organized camping. These practitioners realized that a profession of such scope and size requires a perceptive, progressive, and practical component which is able to concentrate on identifying needs, stimulating inquiry, evaluating trends, sharing practical information, and helping to initiate innovative approaches in training, program, and administration.

In short FAC is designed to be the innovative demonstration and research arm of the camping movement. Its interests cover many areas relating to camping:

Leadership,
Research,
Values of camping,
Standards,
Seed money for project development,
Economics impact,
Special Populations, and
Effective Management.

NEW THRUSTS IN PROCESS

A Land Tax Alternative Manual for Owners of Organized Camps: commissioned by FAC, published July 1978, done by the Camping Resources Study Project, University of Southern Maine; to assist administrators of private and agency camps in finding their minimum tax liability.

Data Retrieval & Dissemination System: all significant research in camp-related fields will be collected and computerized so it can be available and used on a national basis. (A needed service which the camping profession has never before had available.)

National Workshop on Camp Research: at Penn State University in April 1979. (This is the second such sponsored by FAC.)

Occasional Papers: a quarterly publication issued as a removable insert in *Camping Magazine* -- a new channel for communicating stimulating ideas pertinent to camping.

Eleanor P. Eells Awards for Program Excellence: annual recognition award for camps, individuals, and organizations which are outstanding and creative in some aspect of camping.

A History of Camping in America: a long-range project undertaken by Eleanor P. Eells, supported by FAC, leading to publication in 1980.

Photography As a Camp Activity: a new manual with teaching aids for use by camps, made available by cooperation between FAC and Eastman Kodak.

Consultation on Camping for Maladaptive and Adjudicated Children: in which FAC played a major or catalytic role in cooperation with the American Camping Association (ACA) and other agencies.

Camp Directors Certification Program: training for hundreds of camp directors in cooperation with various universities in different parts of the country, begun by FAC grant, adopted by ACA.

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PAST ACHIEVEMENTS

Camping Unlimited: a program of camper and staff integration of minorities, with workshops, consultations, and materials funded by FAC for seven years. Seed money and scholarship programs also enriched the camper experience in countless camps.

Camp Standards Rewrite & Testing: a more reliable method of measuring camp quality resulting from work done by graduate students at George Williams College, followed by study of the ACA Standards Committee, both funded by FAC, now having national application and acceptance.

Maine Camp Study: establishing the economic value of camping to the state of Maine, gaining recognition of a "hidden" asset, done by the Center for Research, University of Maine, with funding from FAC. It now has national application and is being duplicated in other states.

Camping for Inner-City Children: FAC formulated approaches for which HEW funds under Titles IV-A and XX have been used to enable hundreds of thousands of city children to have camping experiences.

Publications: stimulated and financed by FAC, including -- *Summer Camps: Security in the Midst of Change* by Kenneth Webb. *Acclimatization* book and program by Steve Van Matre. *The Values of Camping* by Reynold Carlson.

Conferences and Workshops: on various problems and opportunities facing the camping profession.

Reprints of this monograph and others listed below are available from the American Camping Association Publications Service, Bradford Woods, Martinsville, IN 46151. Titles available:

"Uncertain Outposts: the Future of Camping and the Challenge of Its Past" by James A. Mason, \$1.00 each.

"The Values of Camping" by Reynold E. Carlson, \$.50 each.

"Summer Camps: Security in the Midst of Change" by Kenneth B. Webb, \$2.00 each.

"A Modern Camp for the New Generation" by Kenneth B. Webb, \$.50 each.

"Tuition Rate Setting for Organized Camps: An Economic Analysis" by Robert E. Doucette and Frank M. Levine, \$.50 each.

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